

LATIN NOTES

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Address communications to FRANCES E. SABIN, Director of the Bureau

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Vol. V

APRIL, 1928

No. 7

GREEK IS DEFENDED AS PRACTICAL STUDY

Dean Gildersleeve of Barnard Insists It Helps Student Meet Life's Problems

Classic Greek, steadily being pushed out of high school and college curricula, found a loyal defender yesterday in Dean Virginia C. Gildersleeve of Barnard College, who sees nothing "unpractical" in the study of ancient languages. Dean Gildersleeve especially praises the example of Erasmus High School in Brooklyn, which has steadily kept Greek in its course of study from the days when the language of ancient Athens was a prerequisite of entrance to almost every college in the country.

Miss Gildersleeve insists that the study of Greek helps a student to meet everyday problems of life. "To study Greek," she said yesterday, "is one of the most practical things in a higher sense that people can do, because by stimulating their imagination and by giving them vision it enables them to be better citizens and happier human beings."

Dean Gildersleeve then listed under five headings the reasons why a twentieth-century student should study Greek.

"First," she explained, "it forces students to think closely about the meaning of words. In ordinary life people do not think about words. They do not even read letters with close attention to words. Many persons live mentally in a sort of fog most of the time. Greek forces one to express one's self accurately.

"Second, there is the joy of intellectual adventure. Few of us are privileged to go on great adventures in the flesh, such as flying by airplane to the South Pole. But in our minds we may. Greek gives us a sense of the great adventure, for instance, of archaeology. It is queer that so many think of archaeology as a dry and dusty science. Most of us as children have felt a thrill at the motion of digging for buried gold. Why should we not be thrilled at the thought of a buried past?

"Third, a study of the remote past gives us a defense against advocating quack political nostrums. We can see how in the past these have been tried and did not avail.

"Fourth, the study of Greek and things like Greek leads us into foreign lands. Travel is valuable when we do it with our bodies. But even if we cannot do that, it is always possible for us, since we can do it through books.

"The fifth advantage of studying things like Greek is that it gives us contact with beauty, which we need greatly in our modern American life. Contact with

beauty gives food for the spirit, and so supplies vitality, force and imagination—elements exceedingly important for success in life. The remote, the difficult, the supposedly unpractical, give food for the spirit.

"I believe that these unpractical things are really practical in a higher sense. They make us wiser, broader-minded, clearer-sighted. They fill us with the spirit of enthusiasm."

Reprinted from the NEW YORK TIMES, Feb. 12, 1928

BI-MILLENIAL CELEBRATION OF THE BIRTH OF VERGIL

The Council of THE AMERICAN CLASSICAL LEAGUE has voted to initiate and promote a nation-wide celebration in recognition of the two thousandth anniversary of Vergil's birth which will occur in 1930. Among the objects the LEAGUE will seek to promote are: suitable commemorative exercises in schools and colleges; extended courses in Vergilian reading; illustrated talks; special recognition in the public press, over the radio, and on the stage and platform; co-operation with other organizations which foster literature and the arts; stimulation of general interest in and appreciation of classical studies, thereby helping to raise our literary standards and improve forms of popular entertainment.

To make a complete success of this great undertaking of the LEAGUE we need the help of every lover of the classics.

Vice-President Anna Pearl MacVay, Dean of Wadleigh High School, New York City, will be the League's representative in charge of the celebration.

TIMING SYNOPSIS

Armed with a stop watch one can interest a class of any age by announcing trials for speed and a class record, in giving verb synopsis. There are thirty forms in a full synopsis if the supine is not given separately and the imperative is left out. Every member of the class is liable to be called on for any number of the forms and usually only one form is to be given at a time, although for variety someone may be asked to give two in succession. Thus A gives the present indicative active in, say, the third person singular; B gives the passive; C the imperfect active, and so on. Anyone drowsing will soon be waked up if he spoils the class time by a slow answer. Mispronunciation entails

a repetition of the word with proper pronunciation either by the same pupil who made the mistake, or by some other pupil. A mistake in form counts 10 points against the record. Thus if a class finished a synopsis together in 75 seconds with one mistake which adds 10, the score is 85. It will soon be found that inaccuracy effectually spoils the score while deliberation does not. There are countless ways to have contests; for example: Have one pupil do the active and another the passive all the way through, each trying to hurry the other by answering quickly. Sometimes individuals may be allowed to go all through a synopsis, trying to establish a record for themselves. Rewards for speed are at the teacher's discretion. Teams of four or five can be chosen to compete with each other. Not the least of the enjoyment for the class is in having the teacher do one. This gives a fine opportunity to show that there is no need for hurry because a complete synopsis can easily be given in 25 seconds even when one speaks slowly. Synopses of *sum* and *possum* should be given at the same time, perhaps with two different pupils, one for each verb. Similarly, *volo*, *nolo*, *malo* ought to be done by a trio. Any teacher who spends one period at this sort of thing will have so many ideas about the possibilities in it that I need add nothing more here.

—JOHN GUMMERE

William Penn Charter School, Germantown, Phila.

QUORUM PARS NON MAGNA FUIMUS

The outstanding event in the educational world as *LATIN NOTES* goes to press is the recent meeting of the Department of Superintendence of the National Education Association at Boston. The editor attended this conference for three days and as usual was deeply impressed by the magnitude of the movement as shown by the enormous attendance (the papers stated that no less than 15,000 visitors were present), the elaborate program covering seemingly all phases of education, and the amount of work undertaken along professional lines by various commissions, often extended over several years and culminating in printed reports. One might well conclude that no better agency exists for informing the thousands of thoughtful principals, superintendents, and members of faculties of schools of education who made up the audiences of any progressive step on the part of teachers, and for interesting them in watching results. But as far as one visitor could learn, the papers and discussions gave no indication that the changes in attitude toward certain educational values of Latin, the modifications in curricula, textbooks, and methods of teaching in the secondary schools which have come about within the last ten years, very largely through the influence of the Latin Investigation Report, were known. No one used Latin as a basis for discussing the character of a course for the training of Latin teachers (in spite of the newer type of instruction in this connection), ways of helping teachers in the field, the adaptations of a traditional college subject to the needs of a growing democracy in our schools (now embodied in many courses of study), or methods of class room instruction, although few subjects in the

secondary schools offer more fascinating material for experimentation with some of the much-discussed methods, such, for example, as projects, the laboratory plan, the socialized recitation, meeting varying ability, etc. Should not the Latin teacher's experience along these lines be made to contribute in some way to the cause of education, quite apart from any attempt to exploit Latin as such? That the work of the progressively-minded classical teacher has not received adequate recognition either in such gatherings as that at Boston or in the educational journals of the country is very largely the fault of the Latin teachers themselves. They have been so deeply interested, especially of late, in working out certain reforms and in convincing themselves by experimentation that they have solid ground beneath their feet that they have given no thought to publicity. But has not the time arrived when, in the interest of Latin in the public schools of the country, they should actively avail themselves of such opportunities for discussion and dissemination of ideas among groups of educators as are afforded by the National Education Association and its publications? Doubtless many teachers are still under the illusion that so anxious are leaders in the educational world to know of any forward-looking step in connection with any subject in the curriculum of the schools that they will make every effort to acquaint themselves with what is happening. A few weeks at the SERVICE BUREAU would completely banish this idea. What shall we think of a remark made recently by a prominent professor of education as his attention was called to a new first year Latin text, "What a change from the book I used to study! I had no idea that the Latin texts of today were so different from the traditional ones." And it is not at all uncommon to find that some of the critics of Latin have not read the Latin Investigation Report with any care, if at all.

EXPERIMENTS IN THE TEACHING OF LATIN

By HARRY E. WEDECK, William H. Seward High School, New York

I. AN EXPERIMENT IN THE COMPREHENSION OF LATIN

In reading a book written in the mother tongue, we find that comprehension of the thought is much swifter than a syntactical analysis of the matter read. In other words, in reading we instantly and readily translate the written word into thought. Logically speaking, we go beyond the connotation of words to their denotation, beyond the term to the concept, and we do not stop to analyze a peculiar grammatical structure, or to dwell on some complicated turn of syntax. But in studying Latin we have forgotten that all language is primarily, and sometimes exclusively, a spoken medium—that the native of the Congo, and the Afriди of Afghanistan, have no knowledge of the written word, and that their only means of communication are limited to oral utterance. We have forgotten, or we minimize, this basic principle. What we require to do, in order to bring a language like Latin back into its glorious supremacy, is to realize that the vitality of a language lies in its power as a speaking medium.

In French and in Spanish, and indeed in most modern languages, it becomes comparatively easy, after about two years of study, to draw out the thought-content of a passage without necessarily unraveling the whole substance in order to find the grammatical structure—a task, in any case, for the *grammaticus* and not the *litteratus*.

We made an attempt as above suggested. We ourselves had been following more or less the accepted, traditional method, not because we were satisfied with it, but on account of the exigencies of time and school conditions. Our task was a kind of teleological groping for light, when one day we took up our Cicero and, instead of requesting a formal translation—which would have been meager and painfully rendered into scarcely permissible English—we read, and we read in Latin, aloud, a paragraph from the text. The pupils were asked only to listen, and not to distract their attention by reference to the printed text. They listened—and as they listened, they were unconsciously assuming something of the Roman; they were waiting—for that final burst of the rounded, periodic sentence that would give them the clew to the thought. A complete paragraph was thus read once; but still, despite the mental concentration visible on the faces of the students, the wall of grammar and syntax was not yet surmountable, and the thought still lay embedded deeply among the grammatical niceties. Again the same paragraph was read, slowly, and here and there a face lit up partly, perplexed still, but alert, and staring "with a wild surmise." To make this surmise a certainty, the paragraph was again read, and this time a fair number of students were able to give the substance of the passage in their own words—that is, to extract the thought from out the entanglement of syntax—a process which is so much easier in the mother tongue merely on account of the very frequency of its practice. Further, the students felt that there was some significance, a real meaning, to the Latin as such, and they began to realize that a language like Latin can convey a living message by speech.

As a further aid to the comprehension of the spoken Latin, we introduced into the classroom Latin records; and Caesar's description of Gaul and the fiery invective of Cicero took on something real.

The indications are that with persistence, through the continued and unbroken application of this method, we shall be able to attain that stage when Latin will constantly have a meaning as Latin, and not as some sort of an algebraical equation that must be solved with x and y unknown.

II. A METHOD OF TEACHING LATIN COMPOSITION

In linguistic study, and especially in the matter of composition, the heuristic method is fatal, involves great loss of time and energy, and produces abortive results. It becomes a sane policy, therefore, to attempt guidance and direction instead of admonition and futile correction.

In dealing with Latin Composition, I believe that the present exposition may aid in solving some of the difficulties attendant upon teaching formal composition—that is, translation of set passages into Latin.

For my purpose, I have selected a number of passages from the range of the seven books of Cæsar's *Gallic War*, as representative of Cæsar's style, manner of treatment, and essential vocabulary and idioms. A thorough mastery of these typical passages will mean an ability to deal with any similar passage in Cæsar or elsewhere. If these passages, moreover, are assimilated, not merely mechanically memorized, so that the student feels he has a grasp not only of all the grammatical externalities, but of the complete idiomatic aspect of the passage, he will have an instrument that will render unnecessary the continuous and so often ineffective translation of isolated sentences that lack the coherence found only in a unified body of sentences forming a paragraph.

For third-year students I have followed the same procedure, and have likewise selected a series of passages that are characteristic of Cicero in style, vocabulary, idiom, and syntactical arrangement.

To turn from general premises to more specific details, I would advocate the following method: Each passage is translated in class and analyzed from the point of view of syntax, idiom, and vocabulary. When the Latin passage has been dealt with, an English passage dealing with a similar topic is presented to the class. Here the student has scope and opportunity to adapt previously acquired knowledge to the context in question. A blind and thoughtless transcription of the English into Latin will therefore be rendered impossible.

When I attempted this method in my own classes, I found that, to begin with, the pupil was somewhat at sea, just because he had been accustomed to deal with isolated sentences and was suddenly confronted by a continuous series of sentences on one topic. But in a little time, results began to be encouraging. The sentences ceased to be strung together one after another, without any connection, and began to be linked more naturally to each other. Several translations, indeed, showed some skill in transferring the thought and in attempting more than a mere transliteration.

A SERVICE BUREAU PROJECT FOR NEXT YEAR

In connection with the article entitled "Adding to One's Knowledge of the Classics," published in the February *LATIN NOTES*, a statement was made that some concrete help would be given regarding Item 2, namely, "Reading as widely as possible in the Loeb Classical Library," a series of small volumes published by G. P. Putnam's Sons, 2 West 45th St., New York, and containing on one page the text of a Greek or Latin author and on the one opposite a translation prepared by a leading classical scholar. Realizing that even with the desire to follow such a procedure, most teachers would find it impossible because of the considerable expense involved (these books sell for \$2.50 each), the SERVICE BUREAU FOR CLASSICAL TEACHERS is about to enter upon the dangerous and thorny path of starting on a small scale a "Loan Library," in which certain volumes in this series will

be kept for circulation at a nominal rental price, plus postage, for a period of two weeks. It is an experiment which may or may not prove worth while and it will be continued or dropped as experience dictates. Meanwhile secondary Greek and Latin teachers who are not living near libraries where these volumes may be easily obtained, will have a chance to browse a little in the classical literature which they have never read and to make the discovery that no modern books present finer pictures of human life or set forth more dramatically the strength and weakness of men and nations than do some of these small volumes. The idea is not to afford translations of texts commonly read in secondary schools, but rather to make it possible for the teacher to enlarge his acquaintance with authors more or less unfamiliar or entirely unknown at first hand. A list of volumes with which the SERVICE BUREAU will start next fall will soon be published. As the funds of the BUREAU are limited, contributions in the way of volumes will be welcome, even if they are not new.

MISCELLANEOUS ITEMS OF INFORMATION

An interesting project in illuminating for students striking events in Rome's history is being carried on by Irving R. Bacon who is connected with the faculty of St. Bonaventure's Seminary and College at St. Bonaventure, New York. In a four-column article in the weekly edition of the college paper he has been writing up some particular bit of "news" of ancient Rome as a modern reporter would present it. Fourteen of these stories have appeared up to February second, the last one bearing the headlines in bold face type, "BRUTUS CONSIGNS HIS OWN SONS TO TRAITORS' DEATH," with the subtitle, "With Breaking Heart, Though Seemingly Unmoved, Stern Consul Punishes Plot to Restore Tarquin to Throne." The style is dignified and lucid and altogether removed from the yellow journalism type of writing which is so frequently found in articles in school publications designed for the same purpose as that which Mr. Bacon has in mind.

Readers who are interested in the Junior High School movement will find information regarding ideals, organization, etc., in a *Manual for Junior High Schools*, known as Bulletin 14, and sent out by the Department of Public Instruction at Harrisburg, Pennsylvania. Equally useful is *Curriculum Practices in the Junior High Schools and Grades 5 and 6*, by JAMES M. GLASS, University of Chicago, \$1.75.

Professionally-minded teachers will find much food for reflection in a bulletin published by the George Peabody College for Teachers at Nashville, Tennessee, entitled *Content and Method in High School Latin from the Viewpoint of Pupils and Teachers*. The author is FINLEY C. GRISE, Professor of Latin and Education at the State Teachers College at Bowling Green, Kentucky.

The *Illustrated London News*, 4609, Vol. 171 (Aug. 20, 1927) published at 16 Essex St., The Strand, London, contains large colored pictures useful to the classical teacher, in connection with an article entitled "Houses of Antiquity; Domestic Life in Ancient Egypt, Greece

and Rome." This journal is found in all large city libraries.

A meeting of THE AMERICAN CLASSICAL LEAGUE will take place in Minneapolis during the first week in July in connection with the National Education Association. Information as to important details will be published later.

SAMPLE LETTER RECEIVED BY THE BUREAU

"I shall be very grateful for suggestions for the teaching of Vergil. I have a class that has never had Ancient History. I would like to know what to select, some points on Rome, Roman history, and civilization, about how much and what to emphasize. I would like book lists, pictures, etc. I shall be grateful for anything and everything."

As an aid in such situations as that indicated above, the SERVICE BUREAU FOR CLASSICAL TEACHERS hopes to publish early next year a BULLETIN for the use of the Vergil teacher. Contributions will be gladly received either in the form of suggestions or concrete material. Articles which are not used in the shape of a pamphlet will be put in the files or perhaps sent out as mimeographed items.

TEACHING ENGLISH GRAMMAR—A TASK FOR THE LATIN INSTRUCTOR

One of the oft-repeated claims for the educational advantages of the study of Latin has been the aid it renders to the pupil's knowledge of English syntax. No one who is familiar with the teaching methods in progressive departments of Latin will question the validity of this claim. But it is undoubtedly true that where the teacher trusts entirely to automatic transfer the results are unsatisfactory except in the case of the rare pupil. The writers of the newer first year texts have evidently realized this and have given many concrete illustrations of the close connection between the correct idiom of Latin and English. The list of errors in the use of pronouns that follows, taken from the CHARTERS DIAGNOSTIC LANGUAGE AND GRAMMAR TEST (published by the Public School Publishing Company, Bloomington, Illinois), should be illuminating to the Latin teacher in the opportunities it suggests for making conscious connections between the two languages:

May Inez and me go?
It teaches a person something you may use.
Who do you want?
Us boys did it.
Are them his books?
I am older than him.
He pushed John and I.
It was me.
Her and I used to play together.
That's her.
Every girl took their seat.
They kept themselves hidden.
Who did you speak to?
Brother John and myself went home.
They went in a ship who sailed on Friday.

Gift
Miss Gertrude Breed
11-1-1932

WHY PUPILS CHOOSE THE DIFFERENT FOREIGN LANGUAGES

On Friday, January 20, when the incoming boys from the various schools met in the auditorium of the Boys' High School in Brooklyn to take the intelligence test, during the preliminary period of waiting I passed around yellow slips, and asked each boy to write on a slip the foreign language he had chosen and the reason why he had elected it. That the request might be complied with without fear, I told the boys not to sign their names to the slips. No other instructions were given nor any other statements made. The results for Latin are shown in the following table.

Reasons for Choosing Latin

| | |
|--|----|
| Medicine..... | 60 |
| Useful for other languages..... | 17 |
| Business..... | 19 |
| Closely related to English..... | 16 |
| Pharmacy..... | 30 |
| Easy..... | 3 |
| For college entrance..... | 23 |
| Difficult..... | 1 |
| Dentistry..... | 4 |
| Foundation of other languages..... | 24 |
| Law..... | 21 |
| Teaching..... | 6 |
| Wants to know it..... | 2 |
| Engineering..... | 1 |
| Parents' advice..... | 1 |
| Helpful for future..... | 6 |
| Had Latin in junior high..... | 1 |
| Is like Italian..... | 2 |
| Required in many professions..... | 2 |
| Social language..... | 1 |
| Chemistry..... | 10 |
| Helpful in speaking..... | 1 |
| Brother uses a pony..... | 1 |
| Ancient History..... | 1 |
| To gain a knowledge of Latin happenings..... | 1 |
| Helpful in other subjects..... | 1 |
| Drawing teacher..... | 2 |
| Oldest language..... | 1 |
| Learned Latin prefixes in elementary school..... | 1 |
| Advised by a teacher..... | 1 |

Taken from *The Bulletin of High Points*, March, 1928, a pamphlet published in the interests of the New York City Schools.

MATERIAL FOR DISTRIBUTION

I. In Mimeographed Form

This material is lent to teachers upon payment of postage, or is sold for five cents per item unless otherwise indicated. The number is continued from the March issue of *LATIN NOTES*. Those who have not been taking

the *NOTES* for the past four years should secure the lists of material known as LEAFLETS I-II and III. These are sent out free of charge upon request.

315. An experiment with a Greek play in the high school, by Mary R. Stark, Girls' Latin School, Boston, Mass.
316. Headings for a Notebook for use in the Junior High School. Contributed by the Curriculum Committee of Denver, Colo.
317. Suggestions for a Valentine's Day program. Contributed by Mathilde Steckelberg, Western State College, Kalamazoo, Mich.
318. Latin for the Junior High School; Minimum Achievement for Grade 8-B. Contributed by the Curriculum Committee of Denver, Colo.
319. Latin for the Junior High School; Minimum Achievement for Grade 8-A. Contributed by the Curriculum Committee of Denver, Colo.
320. A characterization of the Romans under the headings of various topics as gathered from "Roman Society from the time of Nero to Aurelius," written by Samuel Dill. (Macmillan).

II. Bulletins

For the reader's convenience the list of Bulletins which have been published by the SERVICE BUREAU is given in full. Others are in process of preparation.

- I. (Out of print.)
- II. Pictures for the Classical Teacher; 25 cents.
- III. Guide to the Study of English Books on Roman Private Life, by Walton Brooks McDaniel; 25 cents.
- IV. English Poems Dealing with Classical Mythology; 25 cents.
- V. A List of Classical Books, interesting primarily to college instructors; 15 cents.
- VI. The Influence of the Classics on English Literature, by Casper Kraemer; 10 cents.
- VII. The Roman Forum (illustrated), by Dr. R. V. D. Magoffin; 25 cents.
- VIII. English and the Latin Question, by Stuart Sherman; 20 cents.
- IX. Paris of Troy (a play), by Edith Shearer; 15 cents.
- X. Costumes for classical plays—some concrete helps, by Viola Schmid; 20 cents.

Wanted—Names and addresses of persons who are giving courses for the training of Latin teachers in summer sessions.

CLASSICAL PLACE NAMES IN THE UNITED STATES

Compiled by R. T. WYCKOFF, Berea College,
Berea, Kentucky

(Names of towns are followed by no annotation.)

- Abi; North Carolina
Achates; Alabama
Achilles; Virginia, Kansas
Acropolis; Minnesota
Actus; Arkansas
Adolphus; Georgia
Adonis; West Virginia, Missouri
Adsit; Wisconsin
Agenda; Kansas
Agricola; Georgia
Ajax; Virginia
Alba; South Carolina, Texas
Alesia; Maryland
Alma; New York, West Virginia, South Carolina, Georgia, Alabama, Louisiana, Ohio, Illinois, Michigan, Wisconsin, Missouri, Arkansas, Kansas, Nebraska, New Mexico, Washington, Oregon, California, Arizona, Colorado
Alpha; Idaho
Alta; Ohio, Illinois, Iowa
Altus; Pennsylvania, Ohio, Arkansas, Oklahoma, Utah
Amanda; Texas
Ambrosia; West Virginia
Americus; Georgia, Mississippi, Kentucky, Indiana, Kansas, Colorado
Amicus; Virginia, Texas
Amo; Indiana, Minnesota
Amor; Minnesota
Angelus; Kansas
Ante; Virginia
Antioch; California
Antonius; Illinois
Apollo; Pennsylvania
Aptus; Virginia, Missouri
Aqua; Virginia
Aquarius; a plateau in Utah, a mountain in Arizona
Aquila; Missouri, Texas
Arbor Vitae; Wisconsin
Arcadia; Wisconsin
Arcanum; Virginia, Ohio
Arcturus; Virginia
Argo; North Carolina, Georgia, Illinois, Arkansas, Nebraska, South Dakota, Colorado
Argos; Indiana
Argus; Pennsylvania
Ariadne; Tennessee, Kentucky
Ascites; Arkansas
Asper; Missouri
Athena; California, Oregon
Athens; Maine, a lake in Vermont, New York, West Virginia, North Carolina, Georgia, Florida, Alabama, Tennessee, Kentucky, a county in Ohio, Ohio, Louisiana, Oregon, Pennsylvania, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Missouri, Texas, Kansas, Montana
Atlas; Virginia, Alabama, Tennessee, Ohio, Illinois, Michigan, Wisconsin
Attica; Minnesota, Iowa, Arkansas, New York, Indiana
Augusta; Maine, New York, Illinois, Wisconsin, Arkansas, Montana
Augustus; Tennessee
Aura; New Jersey
Aurelia; Iowa
Aurelius; New York, Michigan
Aurora; Pennsylvania, New Mexico, Maine, New York, North Carolina, Alabama, Louisiana, Kentucky, Ohio, Indiana, Illinois, Iowa, Missouri, Arkansas, Texas, West Virginia, Kansas, Nebraska, South Dakota, Wyoming, Utah, Colorado, Oregon, Washington, Nevada
Aurum; Georgia, Nevada
Avoca; New York, North Carolina, Florida, Alabama, Indiana, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Arkansas, Oklahoma, Kansas, Nebraska, North Dakota, Colorado

Bacchus; Tennessee
Beatum; Georgia
Benedicta, Maine
Bona; Missouri, Wyoming
Bono; Indiana, Arkansas
Bonus; North Carolina, Illinois
Boreas; a mountain in New York, Utah
Brutus; Virginia, Kentucky, Michigan

Caesar; a mountain in New Hampshire
Caesar's Creek; a creek in Ohio
Caesar's Head; in Greenville county near Grandeur, North Carolina
Calamus; Iowa, a river in Nebraska

Calliope; Iowa
Campus; Illinois
Canadensis; Pennsylvania
Canis; Tennessee
Caput; Missouri
Carmen; Kansas, Idaho
Carthage; Maine, New York, West Virginia, Virginia, North Carolina, Alabama, Mississippi, Louisiana, Tennessee, Kentucky, Ohio, Illinois, Indiana, Minnesota, Missouri, Texas, South Dakota
Carus; Oregon
Cassandra; Georgia
Castor; a river in Missouri
Catiline; Texas
Cato; Wisconsin, Missouri, Arkansas, Kansas
Caverna; Missouri
Celestia; South Carolina
Centaur Station; Missouri
Ceres; New York, Virginia, Georgia, Illinois, California
Ceresco; Michigan, Minnesota, Nebraska
Cicer; New York, Kentucky, Ohio, Indiana, Wisconsin, Kansas, California, Illinois
Cincinnatus; New York
Cincinnati; Ohio
Cleopatra; Kentucky, Missouri
Clio; North Carolina, South Carolina, Alabama, Ohio, Illinois, Michigan, Iowa, Texas
Citrus; Florida
Collis; Minnesota
Colonia; New Jersey
Concordia; Georgia, Louisiana, Kentucky, Missouri, Texas
Constantine; Georgia, Kentucky, Michigan, a cape in Alaska
Contra; Virginia
Corinth; Maine, Vermont, Virginia, West Virginia, North Carolina, Florida, Mississippi, Tennessee, Kentucky, Ohio, Illinois, Wisconsin, Arkansas, Texas, Montana
Cornelia; Georgia, a lake in Mississippi, Wisconsin, Iowa, Missouri
Cornelius; Oregon
Corona; New York, Tennessee, Minnesota, South Dakota
Corpus Christi; Texas
Corydon; Pennsylvania, Kentucky, Indiana
Cresco; Indiana, Iowa, New Mexico
Crete; Nebraska
Cupid; Georgia, Oklahoma
Cupio; Kentucky
Cuprum; Idaho
Curia; Arkansas

Damascus; Oregon
Damon; Virginia, Mississippi, Missouri
Datura; Tennessee
Debello; Wisconsin
Delos; North Carolina
Delphi; Indiana
Devolente; Mississippi
Deseret; Utah
Dexter; Maine, New Hampshire, New York, Virginia, South Carolina, Georgia, Kentucky, Ohio, Indiana, Illinois, Missouri, Kansas, Oregon
Diana; New York, West Virginia, Tennessee
Dido; Virginia, Louisiana
Dirigo; Illinois
Disco; New York, Tennessee, Illinois, Michigan, Wisconsin
Disputanta; Virginia, Kentucky
Divide; Illinois
Dolores; Colorado
Dryad; Washington
Duo; West Virginia, Tennessee

East Athens; Maine
East Corinth; Maine
East Troy; Maine
Echo; a lake in New Hampshire, a mountain in New Hampshire, a lake in Vermont, New York, North Carolina, Georgia, Alabama, Tennessee, Ohio, Michigan, Iowa, Arkansas, Texas, Indian Territory, North Dakota, Colorado, California
Ego; Virginia, Alabama, Ohio
Electra; Florida, Texas
Emporia; Virginia, Florida, Indiana, Kansas
Eolus; a mountain in Vermont
Epsilon; Michigan
Ergo; Missouri
Eros; Arkansas
Esquiline; Georgia
Esto; Kentucky, Ohio
Eureka; Arkansas, California, South Dakota, Utah, Kansas, Montana
Evander; New Jersey
Excello; Ohio, Missouri
Excelsior; North Carolina, Georgia, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Arkansas, Oklahoma, a mountain in Nevada
Extra; West Virginia

Fabius; West Virginia, Michigan, a river in Missouri
Faunus; Michigan
Felicia; Virginia
Felix; North Carolina, Georgia, Alabama
Ferrum; Virginia
Festina; Iowa.
Festus; West Virginia, Missouri
Fiat; Kansas
Fiatt; Illinois
Fiscus; Iowa
Flavius; Kansas
Flumen; Virginia
Formosa; Illinois, Arkansas
Fortuna; California
Forum; Arkansas
Fuga; Tennessee
Fuget; Kentucky

Gallia; a county in Ohio
Gallina; New Mexico
Geneva; New York, Alabama, Illinois, Ohio, Nebraska
Germania; Wyoming
Gratis; Georgia
Greece; New York

Hannibal; New York, Ohio, Missouri, Texas
Hebe; Pennsylvania
(H)ector; a county in Texas
Helvetica; Arizona
Hera; Virginia
Herculanum; Missouri
Hercules; Missouri, Nevada
Hero; South Carolina
Hesperia; Michigan
Hesperus; Colorado
Hibernia; New Jersey, New York, Florida, Kentucky, Missouri
Homer; New York, Georgia, Kentucky, Indiana, Michigan,
Wisconsin, Minnesota, Iowa, Texas, Indian Territory, Kansas,
Alaska, Nebraska, Louisiana
Homo; a creek in Mississippi, a bayou in Mississippi
Horace; Georgia, Indiana, Illinois, Arkansas, Texas, Kansas,
Nebraska, North Dakota, Colorado
Horatio; Pennsylvania

Iberia; a county in Louisiana
Idem; Virginia
Ilion; Arkansas, New York
Illiium; Colorado
Index; Washington
Instanter; Pennsylvania
Ionia; North Carolina, Arkansas, Nebraska, Montana, Michigan,
Wyoming
Iota; Louisiana
Ira; West Virginia, North Carolina, Ohio, Texas
Ita; North Carolina, Mississippi
Italy; Texas
Ithaca; New York, Michigan

Jason; North Carolina
Junius; New York
Juno; North Carolina, Georgia, Florida, Tennessee, Kentucky,
Arkansas
Jupiter; North Carolina, an island in Florida, a river in Florida,
Alabama, Mississippi
Justus; Indiana

Lassiter; North Carolina
Latium; Texas
Latona; Virginia, Texas, North Dakota, Washington
Lavinia; North Carolina, Tennessee
Leander; North Carolina
Leo; Georgia, Ohio, Minnesota, Missouri, Wyoming
Leo Rock; Illinois
Leo Valley; Nebraska
Lesbia; Tennessee
Letitia; North Carolina, Kansas
Lex; Tennessee
Lignumvitae; an island in Florida
Lincolnia; Virginia
Loco; Virginia, North Carolina, Georgia, Alabama
Luce; Minnesota
Luna; Louisiana, Texas
Lycurgus; Iowa

Macedon; New York
Mandata; Pennsylvania
Manlius; New York, Illinois
Mansura; Louisiana
Manus; South Carolina, a lake in Oregon
Marathon; New York, Ohio, Wisconsin, Iowa, Texas
Marcella; New Jersey
Marcellus; New York, Michigan
Marcus; Georgia, Alabama, Illinois, Iowa, Washington
Mars; Pennsylvania, Georgia, Mississippi, Wisconsin, Arkansas,
Nebraska

Le Mars; Iowa
Mars Bluff; South Carolina
Mars Hill; Maine, Alabama
Maxime; Mississippi
Maximo; Ohio
Medicus; Georgia
Medusa; New York
Mercury; Alabama
Mero; Ohio
Milo; Maine
Minerva; Virginia, Mississippi, Ohio, Iowa, Oregon, Louisiana
Minor; West Virginia
Mira; Illinois
Mirabile; Missouri
Miranda; North Carolina, Tennessee, South Dakota
Moneta; Wyoming
Mora; Minnesota, Missouri
Mount Ida; Arkansas
Mycenae; New York

Nebula; Georgia
Nemo; Tennessee, Ohio, Illinois, Missouri, South Dakota
Neptune; West Virginia, Louisiana, Tennessee, Ohio, Wisconsin
Nero; West Virginia, North Carolina, Alabama, Louisiana,
Wisconsin
Nestor; North Carolina
Nihil; Pennsylvania
Nisi; Alabama
Nix; Alabama, Arkansas
Notus; Idaho
Novi; Michigan
Noxapater; Mississippi
Numa; Iowa, Colorado

Oceanus; New York, Florida
Olympia; Washington
Olympus; a mountain in Vermont, Tennessee, Iowa, Texas
Optima; Oklahoma
Optimus; Arkansas
Ora; Virginia, North Carolina, South Carolina, Alabama, Mis-
sissippi, Indiana, Idaho
Orestes; Alabama
Orion; Illinois, Michigan, Arkansas, Oklahoma
Orpheus; Ohio
Ostia; West Virginia, Michigan
Ovid; New York, Pennsylvania, Ohio, Michigan, Iowa, Mis-
souri, Texas, Idaho, Colorado

Pace; Georgia, Tennessee
Paces; Virginia
Pallas; Colorado
Pandora; Ohio
Paris; Illinois, Missouri, Arkansas, Texas, Idaho, Kentucky
Parnassus; South Carolina
Parthenon; Arkansas
Pasco; West Virginia, Florida
Pax; Virginia, Missouri
Penelope; North Carolina
Pharsalia; New York
Philippi; West Virginia
Phoebus; Virginia
Phoenicia; New York
Phyllis; Virginia
Pius; Wisconsin
Plato; New York, Virginia, Kentucky, Illinois
Pliny; a mountain in New Hampshire, West Virginia, South
Carolina, Arkansas
Plutarch; New York
Pluto; Mississippi, Texas
Pluvius; Washington
Pompeii; Michigan
Pompey; New York
Pompey's Pillar; Montana, creek in Montana
Pomona; Michigan, Washington, California
Pondera; Montana
Pons; Virginia
Pontus; Alabama
Populi; North Carolina
Posco; Georgia
Priam; Indiana
Primus; South Carolina
Principio; Maryland
Prometheus; a peak in Nevada
Prospero; Indiana
Pulcifer; Wisconsin

Quercus Grove; Indiana
Quid Nunc; Alabama
Quod; Kentucky

Rara Avis; Mississippi
Rea; Michigan, Missouri
Rediviva; Virginia
Refugio; a county in Texas

Regina; Louisiana, Kentucky, Wisconsin, Missouri
Rei; Virginia, Indiana
Remus; Georgia, Mississippi, Michigan, Oklahoma
Renovo; Pennsylvania, Mississippi, Montana
Retro; Tennessee
Rex; North Carolina, Alabama, Mississippi
Rhea; Oklahoma
Riparius; New York
Roma; Texas
Rome; New York, Pennsylvania, Maine, West Virginia, North Carolina, Georgia, Alabama, Kentucky, Ohio, Indiana, Illinois, Michigan, Wisconsin, Iowa, Missouri, Kansas
Romulus; New York, Michigan, Wisconsin, Alabama, Oklahoma
Rubicon; Michigan, Wisconsin, Arkansas

Sabine; a county in Louisiana, a county in Texas
Salubria; Idaho
Samaria; Idaho
Sandifer; North Carolina
Saturn; Indiana
Saxis; Virginia
Scio; New York, Ohio, Michigan, Oregon
Scipio; New York, Michigan, Kansas, Utah, Ohio, Indiana, Arkansas
Seneca; Pennsylvania, South Carolina, Ohio, Illinois, Michigan, Wisconsin, Iowa, Missouri, Texas, Kansas, Nebraska, South Dakota, a lake in New York
Silvana; Washington
Sol; Mississippi
Sonans; Virginia
Sparta; New York, a mountain in New Jersey, New Jersey, Pennsylvania, Virginia, Georgia, Florida, Alabama, Mississippi, Louisiana, Tennessee, Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Missouri, Kansas, Wyoming
Stella; Nebraska, New York, Virginia, West Virginia, North Carolina, Louisiana, Tennessee, Michigan, Wisconsin, Minnesota, Missouri, Arkansas, Texas
Stelvideo; Ohio
Sto; Missouri
Styx; a river in Alabama
Subrosa; Arkansas, Ohio
Summum; Illinois
Sylva; West Virginia, North Carolina, Arkansas
Syracuse; New York, Indiana, Nebraska

Tacitus; Texas
Tantalus; a creek in Utah
Tarentum; Pennsylvania
Taurus; New Jersey, Pennsylvania
Tegez; Kentucky
Tenth Legion; Virginia
Terminus; Utah
Terra Alta; West Virginia
Thalia; Virginia, Texas
Toto; Indiana
Transit; Ohio
Trident; Arkansas
Troy; New York, Pennsylvania, Maine, Missouri, Arkansas, Texas, Kansas, Nebraska, South Dakota, Colorado, Washington, New Hampshire, North Carolina, South Carolina, Alabama, Kentucky, Illinois, Michigan, Wisconsin, Iowa, New York, Ohio, Idaho, Arizona, Montana
Tuba; Arizona
Tullia; Texas
Tuque; Missouri
Tusculum; Georgia

Ultima Thule; Arkansas
Ulysses; Kentucky, Wisconsin, Kansas, Nebraska

Una; South Carolina, Colorado
Urania; Michigan
Urbana; Illinois, Iowa, Kansas, North Dakota
Ursa; Illinois
Uva; Wyoming

Vadis; West Virginia
Vastus; Missouri
Venator; Oregon
Veni; North Carolina
Ventura; Missouri
Venus; Virginia, West Virginia, South Carolina, Florida, Tennessee, Kentucky, Arkansas, Texas, Oklahoma, Nebraska
Vera; Illinois
Vesper; Kansas, Oregon
Vesta; Virginia, Tennessee, Indiana, Minnesota, Arkansas, Texas, Nebraska, South Dakota, North Dakota, Washington
Vestaburg; Michigan
Vesuvius; Virginia, Ohio
Vetera; Pennsylvania
Victor; West Virginia, South Carolina, Idaho
Video; Pennsylvania
Villa; Virginia
Vincit; Missouri
Vinco; Pennsylvania
Virgil; Mississippi, Kansas
Virgil City; Missouri
Voca; Texas
Vox; South Carolina, Kentucky
Vulcan; Pennsylvania, Virginia, Tennessee, Illinois, Michigan, Missouri, Colorado

Xenophon; Tennessee

STATEMENT OF OWNERSHIP

OF LATIN NOTES published 8 times yearly at New York, N. Y., for April 1, 1928.

STATE OF NEW YORK.....} SS.
COUNTY OF NEW YORK.....}

Before me, a Notary Public in and for the State and county aforesaid, personally appeared FRANCES SABIN, who, having been duly sworn according to law, deposes and says that she is the editor and publisher of the LATIN NOTES and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations.

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:
Publisher, editor, managing editor, business manager—FRANCES E. SABIN,
Teachers College, 525 W. 120th St., N. Y.

2. This leaflet is published by the Service Bureau for Classical Teachers which is supported by the American Classical League of which Ralph V. D. Magoffin is President. FRANCES SABIN is the Director of the Bureau.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: NONE.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities as so stated by him.

FRANCES E. SABIN.

Sworn to and subscribed before me this 22nd day of March, 1928.

C. H. POMEROY.

(My commission expires March 30, 1929.)